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This study attempted to discover the characteristics of the developmental process whereby children follow a sequential pattern in their understanding of social relationships. A questionnaire was administered describing several simple dyadic situations in terms of one person helping or hurting another. The respondents were to indicate whether the second actor was likely to help, hurt, or show avoidance in response. To point out changes in conceptions, a comparison of collaborative and disengaging responses for each sex and age group was made. There were few evidences of significant changes with age, attributed in part to the extreme simplicity of the questionnaire. There is also the possibility that basic forms of interpersonal perception are not so susceptible to orderly patterns of change (NG)

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A STUDY OF CHILDREN'S CONCEPTIONS OF SOCIAL BEHAVIOR (AN INVESTIGATION OF INTERPERSONAL REACTION DEVELOPMENT IN YOUNG CHILDREN)

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A STUDY OF CHILDREN'S CONCEPTIONS OF SOCIAL BEHAVIOR

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A STUDY OF CHILDREN'S CONCEPTIONS OF SOCIAL BEHAVIOR

SUMMARY

Findings of developmental psychologists about a child's changing view of his physical environment and of conceptions of morality suggest that children follow a similar sequential pattern in their understanding of social relationships.

This study attempted to discover the characteristics of such a developmental process by administering a questionnaire describing several simple dyadic situations to 660 public school children from the fourth, seventh, and tenth grades and the college freshman year. Each statement in the questionnaire described a situtation in terms of one person helping or hurting another, and asked respondents to indicate whether the second actor was likely to help, hurt, or show avoidance in response. All possible combinations of the male or female sex of the dyadic pair, as well as their last-name or first-name designations appeared in the questionnaire materials.

A comparison of collaborative and disengaging responses for each sex and age group was made in an effort to point out changes in conceptions. Although the results supported general results from previous work with similar questionnaires, there were few evidences of significant changes with age. There was a trend suggesting that in situations where an adult was represented as responding to a child's hurting act, the older the subject the more likely he was to predict a helping response from the adult. But most of the patterns of the results showed no relationships to age levels of respondents.

The lack of developmental findings is attributed in part to the extreme simplicity of the questionnaire form which did not present enough situtational information to allow the respondents to answer in an increasingly sophisticated manner. There is also the possibility that basic forms of interpersonal perception are not so susceptible to orderly patterns of change between the ages of 9 and 18 as has been previously assumed.

INTRODUCTION

A significant area of the child development literature points to the regular, sequential development of children's conception of their environment. Piaget's studies of conceptions of the physical world, of language usage, and of moral judgments are notable examples (Inhelder and Piaget, 1958). More recent work by Kohlberg on the development of morality between 7 and 17 years, is also relevant (Kohlberg, 1963).

An extension of the thinking of these developmental theorists suggests that children follow a similar sequential development in their understanding of the social interrelationships commonly understood to exist in their culture. In the present study, the authors were interested in finding out whether and how children's expectations about the directions in which simple dyadic interaction moves tend to change as children mature.

METHOD

Questionnaire

In a previous study, college students indicated their expectations about responses to interpersonal situations described very simply in questionnaire form (Schellenberg, 1967; Schellenberg and Wright, 1969). The questionnaire presented a series of statements describing interpersonal behavior in terms of one person helping or hurting another, then asked respondents to indicate whether the second actor was likely to help, hurt, or avoid in response. An example of one item:

John HURTS Miss Porter,
so Miss Porter _____ John.

HELPS HURTS AVOIDS

Respondents circled one of the three words under each item, the same three alternatives appearing after each item.

In the discussion which follows, we will use the designation of "initial actor" to apply to John's place in the above example, and that of "critical actor" to apply to Miss Porter's place in making the response to be identified by the respondent.

A simplified version of this questionnaire was developed for this study to make it a more suitable instrument to administer to young children. The new version contained 32 basic dyadic situations, which were formed by all the possible combinations of the male or female sex of the initiating actors, the sex of the critical actors, the last-name or first-name descriptions of each of the two actors, and the initial verb-acts, HELPS or HURTS. In order to shorten the questionnaire, four questionnaire forms were developed. Each form had 20 items, which included half of the total number of situations (though sampling a slightly different division in each of the four forms) plus four additional items. These four additional items repeated situations previously given in that questionnaire form except that the specific names used for the actors were changed. This was done in order to check the consistency of respondent's choices, as well as the consistency of particular kinds of items. The four questionnaire forms are presented in the appendix. Each form was given to approximately equal numbers of respondents at each age level.

In previous work with similar questionnaires, the chief measures made of respondents' answers have been scores for collaboration and disengagement (Schellenberg, 1967; Schellenberg and Wright, 1969). Collaboration scores represented the number of HELPS responses among

the total of HELPS and HURTS. Disengagement scores represented the number of withdrawal (or AVOIDS) responses among all responses. Collaboration thus was an index of the degree of positive action within a relationship, while disengagement was an index of the degree of rejection of the relationship--or at least, partially withdrawing from it (see also Schellenberg, 1965). In the present study, collaboration and disengagement scores are again used to represent results.

Respondents

Because this was a study of the development of conceptions about social behavior, the same respondents ideally should have been studied over a period of years. But since this was impractical, we questioned respondents of different age levels. If the development of social conceptions does in fact occur in successive stages, then persons of different ages should show different patterns of interpersonal conceptions. Our plan was to focus on four age levels: ages 9, 12, 15 and 18.

The questionnaire was given to selected classes in the Kalamazoo Public Schools in the Spring and Fall of 1967. Elementary, junior and senior high school classes which represented a general cross-section of socio-economic levels in the community participated in the study. Of these respondents, 160 were from fourth grade, 176 from seventh grade, and 148 from tenth grade. An additional 176 college freshmen were obtained from a general education class at Western Michigan University in the Fall of 1967. At each age level, respondents were limited to those within one year of the modal age for that grade. Table 1 summarizes the age and sex characteristics of respondents.

TABLE I. SAMPLE CHARACTERISTICS

Grade	Age Range	Number of Respondents Male	Female	Total
4	8--10 yrs.	83	77	160
7	11--13 yrs.	71	105	176
10	14--16 yrs.	65	83	148
13	17--19 yrs.	58	118	176

CONSISTENCY ANALYSIS

Respondent Consistency

Four situations, in which only the proper names of the actors were changed, were repeated at the end of each questionnaire form as a consistency check. Different situations were chosen for each of the forms, so that a total of sixteen situations were repeated throughout the entire set of questionnaires. Those (five) respondents whose questionnaires showed no repetition of choices were omitted from analysis.

An analysis of respondent consistency indicated that a high number of persons repeated earlier choices and were little swayed by reference to specific names used for the actors. This is indicated by Table II. The possible number of repetitions for each respondent ranged from 1 to 4. Actually, 80% or more of all subjects at every age-grade level made choices that agreed with previous ones three or four times, while only 18% or fewer repeated their initial choices twice or less.

TABLE II. RESPONDENT CONSISTENCY

No. of Similar Items for which Respondents Repeated Similar Answers	Number of Respondents			
	4th Grade	7th Grade	10th Grade	13th Grade
1	7	7	1	6
2	22	22	13	15
3	34	41	46	54
4	97	106	88	101
Totals	160	176	148	176

Item Consistency

Responses made to the items repeated in each questionnaire form were compared to see which items showed most consistency. The measure of this was the proportion of respondents who showed consistency for a given kind of item (which differed only in the particular names used the two times it appeared in the form). Table III gives these results in the form of percentages.

TABLE III. ITEM CONSISTENCY

Initial Situation*	Critical Actor	Percentages of Respondents Repeating Earlier Choices			
		4th Grade	7th Grade	10th Grade	13th Grade
M Helps M	M	93%	93%	89%	91%
F Helps F	F	95%	86%	100%	93%
m Helps m	m	95%	93%	95%	95%
f Helps f	f	93%	95%	97%	91%
M Helps f	f	90%	98%	92%	86%
F Helps m	m	93%	89%	95%	98%
f Helps M	M	98%	91%	97%	93%
m Helps F	F	95%	89%	97%	91%
M Hurts M	M	68%	82%	81%	82%
F Hurts F	F	80%	75%	68%	70%
m Hurts m	m	63%	84%	84%	70%
f Hurts f	f	83%	82%	86%	86%
M Hurts f	f	75%	86%	84%	86%
F Hurts m	m	70%	73%	76%	77%
f Hurts M	M	83%	77%	76%	77%
m Hurts F	F	83%	68%	81%	66%

*In this and later summaries of results, the following symbols will be used:

M represents a male identified by last name;
F represents a female identified by last name;
m represents a male identified by first name;
f represents a female identified by first name.

As Table III shows, items involving a positive or helping initial act, when repeated in a questionnaire, were nearly certain to bring the same response from a given respondent: the response chosen was practically always "HELPS." On the other hand, items involving a negative or hurting initial act showed less consistency. In these cases, the percentages of consistency varied between 63 per cent and 86 per cent for different groups of respondents on items involving an initial "HURTS." This reflects the greater uncertainty concerning the appropriate response to "HURTS" than that to "HELPS."

Differences between age levels in Table III show no consistent pattern. Nor do any particular kinds of items with the same initial verb show higher consistency at all age levels.

RESULTS

Introduction

The analysis of results was primarily based upon three sets of conditions: the verb indicating the initial act (HELPS or HURTS), the kinds of persons represented in the dyad (all the possible combinations of M, F, m, and f), and the different age and sex levels of respondents answering the questionnaire. The verb chosen by respondents as the most likely continuing act (HELPS, HURTS, or AVOIDS) was in all cases the basis of measurements made for the results discussed in the following paragraphs.

Reciprocity

One rather simple form of analysis was to obtain a measure of the extent to which the initial act was chosen to be the subsequent act as well. This would mean that HELPS was chosen to follow HELPS and HURTS to follow HURTS. We may call the measure of the extent to which this was the case a measure of "reciprocity."

Do different sets of respondents show different tendencies toward overall reciprocity? A summary of relevant data is given by Table IV. These data fail to indicate any notable trend in reciprocity by either age or sex categories of respondents.

TABLE IV. RECIPROCITY

Age Level of Respondents	Mean Per Cent of Items on Which Respondents Selected the Same Response as the Initial Act	
	Males	Females
4th Grade	65%	68%
7th Grade	65%	66%
10th Grade	71%	68%
13th Grade	67%	67%

Verb Effects

Since the strongest measurable effects in this kind of questionnaire are produced by the verbs indicating the initial act (Schellenberg, 1967; Schellenberg and Wright, 1969), we found it useful to divide our analysis according to the initial verb. The results following an initial act of HELPS are examined first, then those following HURTS.

Table V presents a summary of the distribution of collaboration scores for the half of the questionnaires which had an initial action of HELPS. Table VI shows a similar breakdown of disengagement scores. These tables display the one-sided results of each of these two variables. The nearly universal result of a previous HELPS was collaboration for the 660 respondents of all categories (Table V). Chi-square comparisons of respondents by sex and by age groupings showed no significant differences in response choices. Conversely, disengagement was rarely produced in response to HELPS for any category of respondents (Table VI). There were no significant differences among age groups, but females showed somewhat lower selection of disengagement than males in response to an initial HELPS situation ($p<.05$).

TABLE V. DISTRIBUTION OF COLLABORATION SCORES: RESPONSES TO HELPS

Category of Respondents	Number of Respondents Indicating Different Proportions of Collaboration for Critical Actor				
	0-10%	11-50%	51-90%	91-100%	Total
4th grade males	0	1	12	70	83
4th grade females	0	0	9	68	77
7th grade males	0	0	8	63	71
7th grade females	0	1	10	94	105
10th grade males	0	0	5	60	65
10th grade females	0	0	5	78	83
13th grade males	0	0	5	53	58
13th grade females	0	0	8	110	118

Note: Chi square analyses were performed separately for age and sex; in both cases dividing respondents into those indicating 0-90% collaboration and those indicating 90-100% collaboration. Results for sex: $\underline{x}^2 = 1.21$, 1 d.f., not significant. Results for age: $\underline{x}^2 = 4.52$, 3 d.f., not significant.

The results in response to HELPS (Tables V and VI) really are not very notable. The pattern of collaboration is so complete and universal that there is little opportunity for a meaningful comparison between categories of respondents. However, it was found that female respondents were very slightly less apt to select avoidance responses than males.

TABLE VI. DISTRIBUTION OF DISENGAGEMENT SCORES: RESPONSES TO HELPS

Category of Respondents	Number of Respondents Indicating Different Proportions of Disengagement for Critical Actor				
	0-10%	11-50%	51-90%	91-100%	Total
4th grade males	75	8	0	0	83
4th grade females	71	6	0	0	77
7th grade males	62	9	0	0	71
7th grade females	101	4	0	0	105
10th grade males	62	3	0	0	65
10th grade females	79	4	0	0	83
13th grade males	50	8	0	0	58
13th grade females	111	7	0	0	118

Note: Chi square analyses were performed separately for age and sex, in both cases dividing respondents into those indicating 0-10% disengagement and those indicating over 10% disengagement. Results for sex: $\underline{x}^2 = 5.00$, 1 d.f., $p<.05$. Results for age: $\underline{x}^2 = 2.32$, 3 d.f., not significant.

The results of choices in response to HURTS show much more variation. Table VII presents a summary of the distribution of collaboration scores in response to HURTS, while Table VIII presents a summary of the distribution of disengagement scores in response to the same verb.

TABLE VII. DISTRIBUTION OF COLLABORATION SCORES: RESPONSES TO HURTS

Category of Respondents	Number of Respondents Indicating Different Proportions of Collaboration for Critical Actor				
	0-10%	11-50%	51-90%	91-100%	Total
4th grade males	71	6	2	4	83
4th grade females	63	6	4	4	77
7th grade males	58	10	2	1	71
7th grade females	80	15	5	5	105
10th grade males	52	7	3	3	65
10th grade females	60	14	8	1	83
13th grade males	45	11	1	1	58
13th grade females	84	23	5	6	118

Note: Chi square analyses were performed separately for age and sex, in both cases dividing respondents into those indicating 0-50% collaboration and thos indicating 51-100% collaboration. Results for sex: $\underline{x}^2 = 4.10$, 1 d.f., $p<.05$. Results for age: $\underline{x}^2 = 5.78$, 3 d.f., not significant.

The chi-square analysis of responses to HURTS shows that females tended to imagine behavior showing somewhat more collaboration than males ($p < .05$), although there was no significant difference between the sexes in their choice of disengagement to HURTS. Apparently there are at least weak sex effects in the over-all results. The general tendency seems to be that females imagine less avoidance (at least when things are going well), and more cooperation (especially when problems may be involved) than males.

Table VIII also suggests age effects of borderline significance; but the pattern here is not at all clear. Age, at least, presents no consistent order. Disengagement in response to HURTS is imagined with least frequency by persons of high school age, but both younger and college respondents imagined more disengagement.

TABLE VIII. DISTRIBUTION OF DISENGAGEMENT SCORES: RESPONSES TO HURTS

Category of Respondents	Number of Respondents Indicating Different Proportions of Disengagement for Critical Actor				
	0-10%	11-50%	51-90%	91-100%	Total
4th grade males	14	20	26	23	83
4th grade females	12	19	34	12	77
7th grade males	6	28	29	8	71
7th grade females	12	31	48	14	105
10th grade males	17	18	18	12	65
10th grade females	5	40	30	8	83
13th grade males	4	21	31	2	58
13th grade females	7	50	54	7	118

Note: Chi square analyses were performed separately for age and sex, in both cases dividing respondents into those indicating 0-50% disengagement, and those indicating 51-100% disengagement. Results for sex: $x^2 = .04$, 1 d.f., not significant. Results for age: $x^2 = 6.11$, 3 d.f., $p < .10$.

Effects of Different Personal Combinations in Dyads

The third variable to be considered is that of the relative positions of the interacting dyadic persons indicated by sex and last or first name designations. Because the responses to an initial HELPS situation were so uniformly collaborative, only the responses to each dyadic pair with an initial HURTS were considered for this further analysis.

Since different items were used in each questionnaire form and because only a few situations were included in any one questionnaire, analysis of the several imagined combinations was not done on the basis of the respondent as the unit of analysis. Rather, a comparison of mass patterns for each sex and age level was made. Tables IX and XII present these group scores in the form of collaboration and disengagement percentages which show over-all trends of the responses on different kinds of items. However, because they are not distributions of individual scores, common tests of statistical significance are not appropriate.

Tables IX and X are presented to show that name positions may be interpreted as indicating statuses of adults and children. After completing their questionnaires, respondents as a whole reported a tendency to see first-name persons in the questionnaires as young people and last-name persons as adults. Therefore, Tables IX and X use the designations of "adult" and "child" to represent relationships which were designated by last name or first name on the questionnaire.

TABLE IX. COLLABORATIVE RESPONSE TO ITEMS ACCORDING TO NAME-POSITION COMBINATIONS OF DYADS

Type of Initial Act	Critical Actor	Collaborative Percentages for Sex and Age Groups							
		4th grade		7th grade		10th grade		13th grade	
		m	f	m	f	m	f	m	f
Adult HURTS Adult	Adult	36%	34%	36%	36%	37%	26%	57%	33%
Adult HURTS Child	Child	12%	10%	5%	9%	9%	2%	3%	12%
Child HURTS Adult	Adult	4%	16%	24%	45%	29%	46%	25%	56%
Child HURTS Child	Child	6%	4%	2%	8%	5%	3%	3%	4%

Table IX, which presents measures of collaborative response to various age pairings, shows relatively consistent patterns across age levels for three of the four groupings. Children were expected to return little collaboration to an initial hurting act from either another child or an adult; an adult was expected to show collaboration to another adult only slightly more often. However, a marked pattern of response development does appear when subjects indicated how adults would respond to hurting acts of children.

Respondents at the seventh grade level showed a strong expectation that an adult will respond helpfully to a negative act from a child, an expectation which appeared in strong contrast to the fourth graders' low collaborative response. And this tendency toward expecting a returned helping response remained constant, or even slightly increased, with successive age groupings beyond seventh grade.

TABLE X. DISENGAGEMENT RESPONSE TO ITEMS ACCORDING TO NAME-POSITION COMBINATIONS OF DYADS

Type of Initial Act	Critical Actor	Disengagement Percentages for Sex and Age Groups							
		4th grade		7th grade		10th grade		13th grade	
		m	f	m	f	m	f	m	f
Adult HURTS Adult	Adult	58%	42%	45%	50%	49%	54%	46%	45%
Adult HURTS Child	Child	71%	59%	67%	63%	55%	63%	68%	66%
Child HURTS Adult	Adult	56%	61%	54%	64%	51%	49%	56%	61%
Child HURTS Child	Child	48%	51%	44%	46%	38%	44%	49%	42%

The disengagement response to age pairings, shown in Table X, shows a rather similar pattern across age levels. Dyadic relationships involving persons of the same age category showed, on the whole, less disengagement than pairings of differing age categories.

Table XI presents the collaboration percentages of responses to various sex pairings. These scores also tend to be low for pairs of the same sex for respondents of all age levels. When a male was presented as hurting a female, a high collaborative response was expected from the female; this pairing in fact, showed consistently higher collaboration than did any other dyad in Table XI.

The results of imagined disengagement for different sex combinations of actors are in Table XII. No dominant pattern appears in these results.

TABLE XI. COLLABORATIVE RESPONSE TO ITEMS ACCORDING TO SEX COMBINATIONS IN DYADS

Type of Initial Act	Critical Actor	Collaboration Percentages for Age Groups: 4th grade m	4th grade f	7th grade m	7th grade f	10th grade m	10th grade f	13th grade m	13th grade f
Male HURTS Male	Male	5%	6%	7%	14%	5%	8%	3%	21%
Male HURTS Female	Female	27%	38%	29%	32%	45%	38%	40%	52%
Female HURTS Male	Male	12%	8%	21%	18%	16%	23%	17%	19%
Female HURTS Female	Female	11%	11%	8%	16%	15%	16%	9%	14%

TABLE XII. DISENGAGEMENT RESPONSE TO ITEMS ACCORDING TO SEX COMBINATIONS IN DYADS

Type of Initial Act	Critical Actor	Disengagement Percentages for Age Groups: 4th grade m	4th grade f	7th grade m	7th grade f	10th grade m	10th grade f	13th grade m	13th grade f
Male HURTS Male	Male	56%	53%	48%	50%	40%	43%	43%	50%
Male HURTS Female	Female	52%	57%	65%	53%	53%	58%	64%	60%
Female HURTS Male	Male	62%	55%	57%	67%	56%	64%	69%	60%
Female HURTS Female	Female	63%	51%	54%	54%	42%	46%	42%	44%

Socio-Economic Characteristics of Respondents

The grade schools whose pupils responded to this questionnaire were chosen so that the respondents as a whole could be expected to be a fair representation of the community's socio-economic groupings. Although no questions specifically asking for indications of socio-economic standing (such as father's occupation) were included, the students in each elementary school group can be considered to be in the socio-economic category characteristic of the schools' neighborhood. We were interested in comparing the answers given by each of the four school groups of fourth graders as a rough indicator of how children from differing social classes tend to respond to these interaction situations.

However, none of the results examined showed any systematic pattern correlated with the socio-economic characteristics of the school. An example of the preliminary analysis made regarding school differences is indicated by Table XIII.

TABLE XIII. DISENGAGEMENT RESPONSE TO SELECTED DYADIC FORMS MADE BY FOURTH GRADERS, BY SCHOOL

Type of Initial Act	Critical Actor	Disengagement Percentages for Four Different Schools (Arranged in order of socio-economic characteristics of neighborhood) I	II	III	IV
Adult HURTS Adult	Adult	62%	67%	50%	54%
Adult HURTS Child	Child	67%	71%	55%	69%
Child HURTS Adult	Adult	49%	66%	57%	58%
Child HURTS Child	Child	35%	55%	38%	55%

Summary of Findings

Among particular findings are the following:

(1) Individual respondents showed very high consistency in responding to items in which an initial act was HELPS. Consistency was somewhat less high when the initial act was HURTS.

(2) An initial act of HELPS was imagined almost universally as yielding a collaborative response. An initial act of HURTS was imagined as producing disengagement by most respondents, and only a few saw this as an occasion for collaboration.

(3) Female respondents imagined less disengagement than did males in questionnaire items involving an initial HELPS.

(4) Female respondents imagined more collaboration than did males in questionnaire items involving an initial HURTS.

(5) When imagined actors are of the same name positions (that is, both adults or both children) less disengagment is expected of them than if they are of different name positions.

(6) When an imagined male actor HURTS a female, the female is expected to respond with more collaboration than any other actor in any other sex combination.

None of these findings has anything directly to do with the main question of this research: Can we identify the development of conceptions of interpersonal relationships by pointing to systematic differences in such conceptions at different age levels?

The overwhelming impression of most of our data is that age differences of respondents do not seem to be very important for the effects that we were measuring. Only two age effects seem worthy of special mention here: (a) tenth graders imagine less disengagement in response to HURTS than do respondents of any other age group; and (b) older respondents imagine much more collaboration by an adult in response to a child's act of hurting than do fourth graders.

DISCUSSION AND CONCLUSIONS

It is disappointing to recognize the general absence of age effects upon conceptions of interpersonal behavior at the conclusion of a study which was designed with the expectation of discovering these effects. Even though it is possible that ideas of interpersonal behavior do not change, but are learned in their entirety as the child incorporates language, the authors feel that it is likely that expectations about appropriate behaviors between individuals of similar and different sex and status do undergo changes as children develop. Such development was probably not evident from this study because of the simplified nature of the situations presented in the questionnaire.

Previous research on children's developing ideas of the physical world (Inhelder and Piaget, 1958; Brown, 1965) and on their conceptions of morality (Kohlberg, 1963) has used the method of presenting subjects with a series of questions or even a short story about a particular concept. Such a technique which would give more information about the social situation involved in a relationship would also present more opportunity for children to respond in an increasingly sophisticated manner as they grow older.

The fact that even a few significant findings did result from a simple questionnaire technique might be used to support the view that some development of social perceptions does occur. The great increase in expectations of collaborative responses from adults toward hurting acts from children between ages 9 and 12 suggests that there is a fairly definite time when the child first conceptualizes an adult responsibility to help a child. A child's hurting an adult has apparently been interpreted as a sign of the child's distress and a request for help in resolving his problem. Fuller questioning of respondents might have lent more support to this interpretation of the unique relationship existing between adults and children - (or individuals on differing status levels) - that does not exist between peers.

Although this questionnaire pointed out several common conceptions of social behavior true for all age groups, it was unsuccessful in discriminating response patterns in individuals. There were few significant correlations of responses with sex or several measures of personality in either this or the earlier study. Apparently, then, the questionnaire has been more useful at pointing out common conceptions of simple interpersonal behavior than at distinguishing individual differences between respondents.

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APPENDIX: QUESTIONNAIRE FORMS

QUESTIONNAIRE FORM A

1) John HELPS Mary,
so Mary_____John.

HELPS HURTS AVOIDS

2) John HURTS Mary,
so Mary_____John.

HELPS HURTS AVOIDS

3) Pete HELPS Mr. Dawson,
so Mr. Dawson_____Pete.

HELPS HURTS AVOIDS

4) Pete HURTS Mr. Dawson,
so Mr. Dawson_____Pete.

HELPS HURTS AVOIDS

5) Mr. Nelson HURTS Mr. Jackson,
so Mr. Jackson_____Mr. Nelson.

HELPS HURTS AVOIDS

6) Mr. Nelson HELPS Mr. Jackson,
so Mr. Jackson_____Mr. Nelson.

HELPS HURTS AVOIDS

7) Mr. Lewis HURTS Susan,
so Susan_____Mr. Lewis.

HELPS HURTS AVOIDS

8) Mr. Lewis HELPS Susan,
so Susan_____Mr. Lewis.

HELPS HURTS AVOIDS

9) Bob HELPS Miss Caine,
so Miss Caine_____Bob.

HELPS HURTS AVOIDS

10) Bob HURTS Miss Caine,
so Miss Caine_____Bob.

HELPS HURTS AVOIDS

11) Mr. Williams HELPS Miss Porter,
so Miss Porter_____Mr. Williams.

HELPS HURTS AVOIDS

12) Mr. Williams HURTS Miss Porter,
so Miss Porter_____Mr. Williams.

HELPS HURTS AVOIDS

13) Fred HURTS Carl,
so Carl_____Fred.

HELPS HURTS AVOIDS

14) Fred HELPS Carl,
so Carl_____Fred.

HELPS HURTS AVOIDS

15) Mr. Dawson HURTS Pete,
so Pete_____Mr. Dawson.

HELPS HURTS AVOIDS

16) Mr. Dawson HELPS Pete,
so Pete_____Mr. Dawson.

HELPS HURTS AVOIDS

17) Mr. Harper HELPS Mr. Rollins,
so Mr. Rollins_____Mr. Harper.

HELPS HURTS AVOIDS

18) Mr. Harper HURTS Mr. Rollins,
so Mr. Rollins_____Mr. Harper.

HELPS HURTS AVOIDS

19) Mr. Monroe HELPS Jane,
so Jane_____Mr. Monroe.

HELPS HURTS AVOIDS

20) Mr. Monroe HURTS Jane,
so Jane_____Mr. Monroe.

HELPS HURTS AVOIDS

QUESTIONNAIRE FORM B

1) Mary HELPS John,
so John_____Mary.

HELPS HURTS AVOIDS

2) Mary HURTS John,
so John_____Mary.

HELPS HURTS AVOIDS

3) Nancy HELPS Mr. Porter,
so Mr. Porter_____Nancy.

HELPS HURTS AVOIDS

4) Nancy HURTS Mr. Porter
so Mr. Porter_____Nancy.

HELPS HURTS AVOIDS

5) Miss Graham HURTS Miss Moore,
so Miss Moore_____Miss Graham.

HELPS HURTS AVOIDS

6) Miss Graham HELPS Miss Moore,
so Miss Moore_____Miss Graham.

HELPS HURTS AVOIDS

7) Miss Davis HURTS Steve,
so Steve_____Miss Davis.

HELPS HURTS AVOIDS

8) Miss Davis HELPS Steve,
so Steve_____Miss Davis

HELPS HURTS AVOIDS

9) Ruth HELPS Miss Harding,
so Miss Harding_____Ruth.

HELPS HURTS AVOIDS

10) Ruth HURTS Miss Harding,
so Miss Harding_____Ruth.

HELPS HURTS AVOIDS

11) Miss Porter HELPS Mr. Williams,
so Mr. Williams_____Miss Porter.

HELPS HURTS AVOIDS

12) Miss Porter HURTS Mr. Williams,
so Mr. Williams_____Miss Porter.

HELPS HURTS AVOIDS

13) Betty HURTS Linda,
so Linda_____Betty.

HELPS HURTS AVOIDS

14) Betty HELPS Linda,
so Linda_____Betty.

HELPS HURTS AVOIDS

15) Miss Harding HELPS Ruth,
so Ruth_____Miss Harding.

HELPS HURTS AVOIDS

16) Miss Harding HELPS Ruth,
so Ruth_____Miss Harding.

HELPS HURTS AVOIDS

17) Susan HELPS Joan,
so Joan_____Susan.

HELPS HURTS AVOIDS

18) Susan HURTS Joan,
so Joan_____Susan.

HELPS HURTS AVOIDS

19) Nancy HELPS Mr. Fisher,
so Mr. Fisher_____Nancy.

HELPS HURTS AVOIDS

20) Nancy HURTS Mr. Fisher,
so Mr. Fisher_____Nancy.

HELPS HURTS AVOIDS

QUESTIONNAIRE FORM C

1) Mr. Nelson HELPS Mr. Jackson,
so Mr. Jackson_____Mr. Nelson.

HELPS HURTS AVOIDS

2) Mr. Nelson HURTS Mr. Jackson,
so Mr. Jackson_____Mr. Nelson.

HELPS HURTS AVOIDS

3) Mr. Hamilton HELPS Miss Graham,
so Miss Graham_____Mr. Hamilton.

HELPS HURTS AVOIDS

4) Mr. Hamilton HURTS Miss Graham,
so Miss Graham_____Mr. Hamilton.

HELPS HURTS AVOIDS

5) Miss Porter HURTS Mr. Williams,
so Mr. Williams_____Miss Porter.

HELPS HURTS AVOIDS

6) Miss Porter HELPS Mr. Williams,
so Mr. Williams_____Miss Porter.

HELPS HURTS AVOIDS

7) Miss Holmes HURTS Miss Morgan,
so Miss Morgan_____Miss Holmes.

HELPS HURTS AVOIDS

8) Miss Holmes HELPS Miss Morgan,
so Miss Morgan_____Miss Holmes.

HELPS HURTS AVOIDS

9) Mr. Dawson HELPS Pete,
so Pete_____Mr. Dawson.

HELPS HURTS AVOIDS

10) Mr. Dawson HURTS Pete,
so Pete_____Mr. Dawson.

HELPS HURTS AVOIDS

11) Miss Gordon HELPS Betty,
so Betty_____Miss Gordon.

HELPS HURTS AVOIDS

12) Miss Gordon HURTS Betty,
so Betty_____Miss Gordon.

HELPS HURTS AVOIDS

13) Mr. Thompson HURTS Susan,
so Susan_____Mr. Thompson.

HELPS HURTS AVOIDS

14) Mr. Thompson HELPS Susan,
so Susan_____Mr. Thompson.

HELPS HURTS AVOIDS

15) Miss Harding HURTS John,
so John_____Miss Harding.

HELPS HURTS AVOIDS

16) Miss Harding HELPS John,
so John_____Miss Harding.

HELPS HURTS AVOIDS

17) Miss Wilson HELPS Steve,
so Steve_____Miss Wilson.

HELPS HURTS AVOIDS

18) Miss Wilson HURTS Steve,
so Steve_____Miss Wilson.

HELPS HURTS AVOIDS

19) Miss Anderson HELPS Miss Lewis,
so Miss Lewis_____Miss Anderson.

HELPS HURTS AVOIDS

20) Miss Anderson HURTS Miss Lewis,
so Miss Lewis_____Miss Anderson.

HELPS HURTS AVOIDS

QUESTIONNAIRE FORM D

1) David HELPS Bob,
so Bob_____David.

HELPS HURTS AVOIDS

2) David HURTS Bob,
so Bob_____David.

HELPS HURTS AVOIDS

3) John HELPS Mary,
so Mary_____John.

HELPS HURTS AVOIDS

4) John HURTS Mary,
so Mary_____John.

HELPS HURTS AVOIDS

5) Ruth HURTS Paul
so Paul_____Ruth.

HELPS HURTS AVOIDS

6) Ruth HELPS Paul,
so Paul_____Ruth.

HELPS HURTS AVOIDS

7) Susan HURTS Betty,
so Betty_____Susan.

HELPS HURTS AVOIDS

8) Susan HELPS Betty,
so Betty_____Susan.

HELPS HURTS AVOIDS

9) Alan HELPS Mr. Russell,
so Mr. Russell_____Alan.

HELPS HURTS AVOIDS

10) Alan HURTS Mr. Russell,
so Mr. Russell_____Alan.

HELPS HURTS AVOIDS

11) Kate HELPS Miss Gordon,
so Miss Gordon_____Kate.

HELPS HURTS AVOIDS

12) Kate HURTS Miss Gordon,
so Miss Gordon_____Kate.

HELPS HURTS AVOIDS

13) Stan HURTS Miss Porter,
so Miss Porter_____Stan.

HELPS HURTS AVOIDS

14) Stan HELPS Miss Porter,
so Miss Porter_____Stan.

HELPS HURTS AVOIDS

15) Betty HURTS Mr. Dawson,
so Mr. Dawson_____Betty.

HELPS HURTS AVOIDS

16) Betty HELPS Mr. Dawson,
so Mr. Dawson_____Betty.

HELPS HURTS AVOIDS

17) Don HELPS Miss Smith,
so Miss Smith_____Don.

HELPS HURTS AVOIDS

18) Don HURTS Miss Smith,
so Miss Smith_____Don.

HELPS HURTS AVOIDS

19) Tom HELPS Fred,
so Fred_____Tom.

HELPS HURTS AVOIDS

20) Tom HURTS Fred,
so Fred_____Tom.

HELPS HURTS AVOIDS

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OFFICE OF EDUCATION

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800 ABSTRACT

801 A questionnaire, describing several initial dyadic interactions
802 simply by the names of actors and a verb, was administered to 660 students
803 who were asked to indicate what reaction they expected would occur.
804 Students were selected from the 4th, 7th and 10th grades. Age of
805 respondents influenced response patterns only in a few cases (e.g., the
806 situation in which an adult was represented as responding to a child's
807 hurting act). Other results supported findings of earlier studies using
808 a similar questionnaire.

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